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ABSTRACT

Noting the considerable variation in state child care licensing regulations, this packet provides data on states' training requirements for child care licensing. Contents of the packet are: (1) an introductory article, "Training Requirements in Child Care Licensing that Promote a Career Development Approach," which includes extensive information on four example states (Massachusetts, Kansas, Vermont, and Colorado); (2) data tables on training requirements in licensing in 1998, including a summary sheet, requirements for teachers and master teachers in child care centers, requirements for directors of child care centers, and requirements for providers in small and large family child care homes; and (3) bar charts on training requirements in licensing in 1998, including specialized training in early childhood education (for teachers in centers, master teachers in centers, directors of centers, providers in small family care homes, and providers in large family care homes), annual ongoing hours for each of these groups, and minimum preservice training in early childhood education for these groups. (EV)

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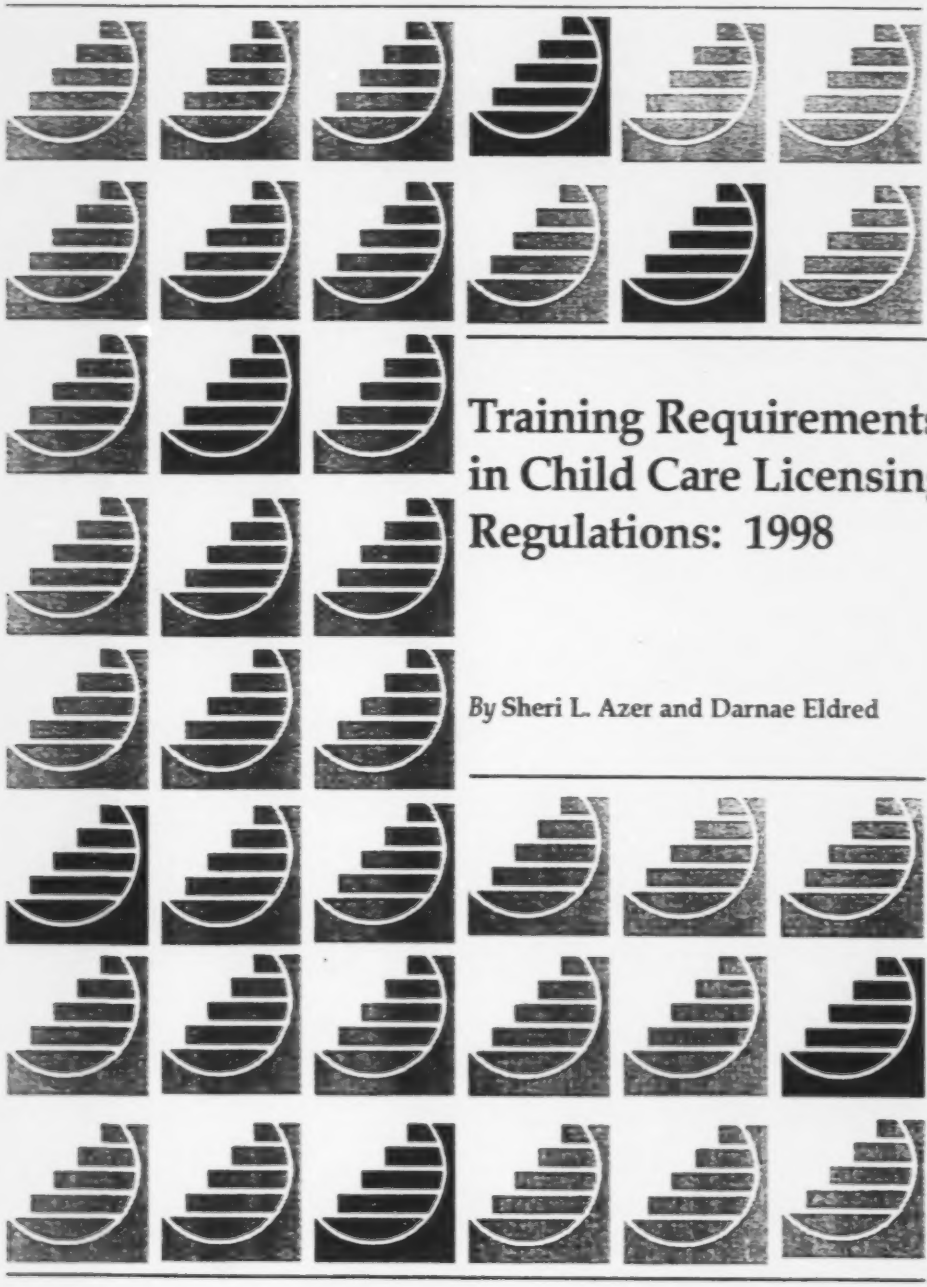

# Training Requirements in Child Care Licensing Regulations: 1998

*By* Sheri L. Azer and Darnae Eldred

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## About The Center

Founded at Wheelock College in January 1991, The Center for Career Development in Early Care and Education strives to improve the quality of care and education for young children by creating a viable career development system for practitioners. The multi-faceted activities of The Center are designed to help states and localities bring about systemic change to replace the fragmented system of training that now exists. The Center is the vehicle through which Wheelock, in partnership with other national organizations and government policy-makers, stimulates and further develops the concept of a dynamic career development system. For further information, please contact:

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## Training Requirements in Child Care Licensing that Promote a Career Development Approach

by Sheri L. Azer

There is considerable variation in state child care licensing regulations. Some states set fairly high standards for child care facilities and personnel, while other states require very little. In terms of training requirements for child care center staff and family child care home providers, the variation in requirements ranges from no training required at all to requirements of college-level course work prior to working with young children. In 1998, the number of states that require pre-service training in early childhood education are:

- 20 states for teachers;
- 33 states center directors; and
- 11 states for family child care providers.

The number of states that require annual ongoing hours of training are:

- 44 states for teachers;
- 37 states for directors; and
- 31 states for family child care providers.

There are a number of specific requirements that could be in licensing regulations that promote a career development approach. What follows are some descriptions of states with aspects of these types of requirements. For an approach to reviewing regulations for these aspects, *Know Your State's Licensing System: A Focus on Qualifications of Those Who Work in Early Care and Education. A Study Guide*, a tool developed by The Center for Career Development in Early Care and Education is available as part of a *Licensing Action Pack*.

**Aspects that promote a career development approach:**

- **Specialized early childhood pre-service and ongoing training:** Specialized training in early childhood should be required as pre-service qualifications prior to working in a center or family child care home. Research has shown that the amount of training practitioners have in early childhood or child-related subjects is related to the quality of care given to children. The Center for Career Development in Early Care and Education recommends that all states should require, as the lowest of their specialized training alternatives, at least one three-credit course in child development and early childhood programming. In addition, states should require practitioners to take a specified amount of hours of ongoing training. The Center suggests that the number of hours of annual ongoing training be 24 for all center-based practitioners, including directors, and 12 for home-based practitioners.

- **Progressive qualifications:** Pre-service qualifications should include multiple alternative routes for qualification. For example, a person can be qualified if they have some college

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credits in early childhood, or a CDA, or an associate's degree, and so on. Alternative routes encourage a mix of levels of qualified staff, allow greater access, encourage continued growth, and provide a framework for salary schedules that reward knowledge and skills acquired through training. Often states with such alternatives lower the amount of experience needed as the amount of training and education increases.

- **Role progression:** States should identify a variety of roles—each with progressively higher qualifications to be met. The more roles a state identifies, the more explicit possibilities exist for practitioners to move from one role to another as they increase their knowledge and skill. The Center recommends that states should have at least two apprentice roles (such as aide and assistant teacher); at least two levels of teacher (such as teacher and lead teacher or master teacher); at least two levels of director (such as Director I and Director II); and at least three levels of family child care providers in both small and large homes (such as Family Child Care Specialist I, II, and III).

- **Specification and distribution of content areas:** States should specify in their regulations that training must be taken in early childhood education, child development, or other child-related topics. In order to avoid practitioners meeting the training requirements (both pre-service and ongoing) with training all in one content area (curriculum development, for example), states should specify that training must be distributed over a number of different topic areas. Important areas include: child development, special needs, diversity, first aid with rescue breathing, injury and disease prevention, parent relations, and developmentally appropriate programming by age group. States that have developed their own core body of knowledge for all early childhood practitioners should match the content of their required training to those knowledge areas.

- **Experience requirements:** Research shows that practitioners who have specialized training in early childhood provide a higher quality of care to children. However, states often require work experience with young children either as an alternative to specialized training or in addition to specialized training. Research has shown that practitioners' experience has no effect on the quality of the care they provide, hence, the focus on specialized training. When required, states should also require that experience is documented by a supervisor in order to assess the applicability to work with young children. Criteria for experience that would affect quality include: experience in an accredited or high quality early care and education program; experience under a qualified supervisor; and consistent on-the-job training in that same program.

**Selected examples of states with these aspects in their regulations:**

Please note: Although all of the above aspects are hard to find in one state, some states have strength in one or more of the specific aspects mentioned above. These states were chosen as examples; they are not the only ones that apply these concepts. Excerpts from the regulations from these states also follow.

**Massachusetts:** This state incorporates all of the concepts mentioned above in its training requirements, except the experience criteria. Massachusetts has requirements for two levels of

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teachers and directors; specifies the content areas in which training must be taken; and distributes the amount needed in the content areas. There are several alternatives that teachers and lead teachers can take to be qualified, with the minimum being college course work and some experience working with young children.

**Kansas:** This state takes a different approach to progressive qualifications and role progression. Kansas sets its training requirements by the size of the child care center. For example, a program director of a center with fewer than 13 children needs less training than a program director of a center with not less than 13 and not more than 24 children. Their highest level is for facilities with more than 100 children. Within each of these levels are a number of alternative training requirements.

**Vermont:** This state's training requirements for child care centers are similar to those in Kansas. They have requirements based on the size of the child care facility. Vermont also regulates two levels of teacher—teacher and head teacher—each with separate requirements.

**Colorado:** This state has strong requirements for the specification and distribution of content; even though the amount of training required is fairly low. Colorado requires that ongoing training be completed in a number of topic areas and that no more than six hours of one topic over a period of two years will be accepted toward meeting the requirements.



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Massachusetts

# 7.21: Staff Qualifications in Group Day Care Centers

The licensee shall insure that the center is staffed by appropriate numbers of persons with experience and/or education in the field of early childhood education.

(1) Definitions. For the purposes of staff qualifications in 102 CMR 7.21(2) the following definitions shall apply:

(a) Alternative Early Childhood Training Program. The successful completion of a post-secondary early childhood teacher training program, approved by the Office, which includes both academic study of the categories in 102 CMR 7.21(3) and at least one practicum as defined below.

(b) Early Childhood Continuing Education Unit. An Early Childhood Continuing Education Unit (CEU) is recognition for participation in an early childhood learning program designed for staff at day care centers. One CEU is granted for each 10 hours of instruction. CEUs must be approved by organizations designated by the Office.

(c) Practicum. The successful completion of a minimum of 150 hours, over at least an eight week period, of direct work with infants and toddlers or preschoolers, supervised by personnel from an institution of higher learning or an alternative early childhood training program, with at least three site visits, including conferencing, and placement with a lead teacher qualified staff member. Responsibilities of the student intern shall include program planning, parent relations, and management of the whole group for a portion of the placement. The practicum must be with the appropriate chronological or developmental age to qualify staff to work with the corresponding age group. One practicum may substitute for nine months of work experience.

(d) Related Field of Study. A program at an accredited institution of higher learning which includes the study of caregiving, development, education, health care, or psychology of children, birth to eight years of age, or provision of direct services to children and their families.

(e) Work Experience. Experience in providing direct care and teaching during all types of program activities to a group of children, one month to seven years of age, or special needs children up to age 16, at least 12 hours per week, on a regular basis, in periods of at least four weeks in one program. Work experience of less than 12 hours per week may count as follows: 50 hours of consistent work at one program is equivalent to one month of work experience. Work experience, whether paid or unpaid, must meet the staff supervision requirements in 102 CMR 7.08(4)(d). Work experience must be in a licensed group day care center, family day care home or equivalent program accepted by the Office.

(2) Staff Qualifications. The licensee shall employ directors, lead teachers, teachers and assistant teachers who by prior education, training, experience and interest in fostering development and early childhood education are qualified to meet the needs of the children enrolled, and who meet the qualifications for their respective staff positions.

(a) Assistant Teacher. Must be at least 16 years of age or have a high school diploma or equivalent; must work at all times under the direct supervision of at least a teacher qualified staff person.

(b) Teacher.

1. Must be at least 21 years of age or have a high school diploma or equivalent and meet one of the following sets of requirements:

a. Have successfully completed three credits in category Child Growth and Development and have nine months of work experience or one practicum; or

b. Have a Child Development Associate (CDA) Credential; or

c. Have graduated from a two-year high school vocational program in early childhood education, approved by the Office for both the education and experience requirements and have been evaluated and recommended by the program instructor.

2. The following education may substitute for a portion of the required work experience:

a. An Associate's or Bachelor's degree in early childhood education or a related field of study may substitute for six months of the required experience.

b. A Bachelor's degree in an unrelated field of study may substitute for three months of the required experience.

c. For infant-toddler teachers, one continuing education unit (10 hours of instruction) in category Infant and Toddler Development, Care and/or Program Planning may substitute for three months of work experience.

3. To be qualified as a preschool teacher, three months of the required work experience must be in caregiving to preschool age children.

4. To be qualified as an infant/toddler teacher, three months of the required work experience must be in caregiving to infant/toddlers.

(c) Lead Teacher for Infants and Toddlers.

1. Must be at least 21 years of age and meet one of the following sets of requirements for education and experience. At least nine months of work experience or one practicum must be with infants and toddlers. If all work experience is with infants and toddlers, the total work experience required is reduced by

a. High School diploma or equivalent; and

i. 12 credits in at least four categories of study except Day Care Administration including three credits in Child Growth and Development and three credits in Infant and Toddler Care; and

ii. 36 months of work experience.

b. High School diploma or equivalent; Child Development Associate (CDA) Credential in Center-Based, Home Visitor or Family Day Care setting with infant/toddler endorsement; and

i. three credits in the category of study of Child Growth and Development; and

ii. 27 months of work experience.

c. Associate's degree in Early Childhood Education or a related field of study; and

i. 12 credits in at least four categories of study except Day Care Administration including three credits in Child Growth and Development and three credits in Infant and Toddler Care; and

ii. 18 months of work experience.

d. Bachelor's degree in an unrelated field of study; and

i. 12 credits in at least four categories of study except Day Care Administration including three credits in Child Growth and Development and three credits in Infant

and Toddler Care; and

ii. 18 months of work experience.

e. Bachelor's or advanced degree in Early Childhood Education or in a related field of study; and

i. 12 credits in at least four categories of study except Day Care Administration including three credits in Child Growth and Development and three credits in Infant and Toddler Care;

ii. and nine months of work experience.

f. Alternative Early Childhood Training Program; and

i. 12 credits in at least four categories of study except Day Care Administration including three credits in Child Growth and Development and three credits in Infant and Toddler Care; and

ii. 27 months of work experience.

g. Department of Public Health Early Intervention Specialist Certificate.

(d) Lead Teacher for Preschoolers.

1. Must be at least 21 years of age and meet one of the following sets of requirements for education and experience. At least nine months of work experience or one practicum must be with preschoolers.

a. High School diploma or equivalent; and

i. 12 credits in at least four categories of study except Day Care Administration including three credits in Child Growth and Development, and two credits in Planning Programs, Curriculum or Classroom management; and

ii. 36 months of work experience.

b. High School diploma or equivalent; Child Development Associate (CDA) Credential in Center Based, Home Visitor, or Family Day Care setting with a preschool endorsement; and

i. three credits in category Child Growth and Development; and

ii. 27 months of work experience.

c. Associate's degree in Early Childhood Education or a related field of study; and

i. 12 credits in at least four categories of study except Day Care Administration including three credits in Child Growth and Development, and two credits in Planning Programs, Curriculum or Classroom management; and

ii. 18 months of work experience.

d. Bachelor's degree in an unrelated field of study; and

i. 12 credits in at least four categories of study except Day Care Administration including three credits in Child Growth and Development, and two credits in Planning Programs, Curriculum or Classroom management; and

ii. 18 months of work experience.

e. Bachelor's or advanced degree in Early Childhood Education, K-3, Teacher of Young Children with Special Needs Certification from the Department of Education, or in a related field of study; and

i. 12 credits in at least four categories of study except Day Care Administration including three credits in Child Growth and Development, and two credits in Planning Programs, Curriculum or Classroom management; and

ii. nine months of work experience.

f. Alternative Early Childhood Training Program; and

i. 12 credits in at least four categories of study except Day Care Administration including three credits in Child Growth and Development, and two credits in Planning Programs, Curriculum or Classroom management; and

ii. 27 months of work experience.

g. Department of Education Pre K-3 Early Childhood Teacher Certificate.

(e) Director I must meet the requirements of lead teacher; have six months of work experience after meeting lead teacher qualifications; have evidence of satisfactory completion of at least two credits or three CEUs in category Day Care Administration; and have evidence of satisfactory completion of at least two additional credits or three CEU's in any category 102 CMR 7.21(3)(a) through (k).

(f) Director II must meet all the requirements of Director I and have evidence of satisfactory completion of an additional two credits or three CEU's in any category 1027.21(3)(f), or 102 CMR 7.21(3)(h) through (l).

(3) Categories of Study. The requirement for a category of study must be met with credits from an accredited institution of higher learning, alternative early childhood training program or with an Early Childhood Continuing Education Unit (CEU). Four CEUs are equal to three credits, three CEUs are equal to two credits. CEUs will not apply to Child Growth and Development. No more than three of the required 12 credits for lead teacher certification may be met with CEUs.

The study of Early Childhood Education shall be categorized as follows:

(a) Child Growth and Development, Birth-Eight Years.

(b) Planning Programs and Environments for Young Children

(c) Curriculum for Early Childhood Settings

(d) Child and Classroom Management

(e) Advanced or Specialized Early Childhood Education or Development

(f) Children with Special Needs, Birth-16 years.

(g) Infant and Toddler Development, Care, and/or Program Planning

(h) Health and Safety in Early Childhood

(i) Families and Community

(j) Day Care Policy

(k) Supervision or Staff Development in Early Childhood Education

(l) Day Care Administration

(4) Effective Date of Staff Requirements and Transition Process.

(a) Administrative and teacher qualification requirements as specified in 102 CMR 7.20(2) and 7.21(1) through (3) became effective on October 16, 1996, and shall not affect any person who was issued a valid certificate for Teacher, Lead Teacher, Director I or Director II, issued by the Office of Child Care Services before December 4, 1995.

(b) Any person who was issued a valid certificate as a Teacher or Lead Teacher pursuant to 102 CMR 7.21(2)(b) through (d) as they existed between December 4, 1995 and October 16, 1996 shall remain validly registered. Any person who was issued a valid certificate as a Director pursuant to 102 CMR 7.21(2)(e) and (f) as it existed during the same period shall be considered to be certified as Director II.

(c) Applicants who submit evidence of meeting staff requirements for either Teacher, Lead Teacher or Director between October 16, 1996 and February 1, 1997, may be registered based upon whichever of the following qualification standards the applicant meets:

1. Those requirements effective between December 4, 1995 and October 15, 1996; or

2. Those requirements effective October 16, 1996.

(5) Registration. Those who provide to the Office, in a form designated by the Office, sufficient evidence of meeting the requirements for a Teacher for Infants and Toddlers, a Teacher for Preschoolers, a Lead Teacher for Infants and Toddlers, a Lead Teacher for Preschoolers, and a Director I or II shall be registered by the Office. The Office will issue evidence of the registration which shall be permanent unless revoked or rescinded by the Office.

(6) Volunteers or Student Interns.

(a) Volunteers, including student teachers or interns, shall be chosen for their ability to meet the needs of the children in care and shall be provided appropriate orientation, training, supervision, and staff development.

(b) Each volunteer who has the potential for unsupervised contact with children shall have a background which, in the judgment of the licensee, is free of conduct which bears adversely upon his or her ability to provide for the safety and well being of children. For each such volunteer, the licensee shall have evidence of compliance with 102 CMR 1.05(2) and have conducted and documented at least one reference check.

(c) In the event that the volunteer is a parent who has a child enrolled in the day care center and that parent is not included in the required staff/child ratio, then 102 CMR 1.05(2) is not applicable.

(d) The licensee shall describe, in writing, any arrangements with any school or professional training program, including a description of student responsibilities and supervision of students by the school or training program and the day care center.

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## 28-4-429. Staff qualifications.

- (a) Program directors shall be 18 years of age or older and shall meet the training requirements for the license capacity of the facility.
- (b) Facilities with fewer than 13 children shall have a program director who meets the training requirements by one of the following options:
  - (1) Option 1: Six months' teaching experience in licensed facilities with children of the same age as enrolled in present facility.
  - (2) Option 2:
    - (A) Five sessions of observation for not less than 2 1/2 consecutive hours per observation in licensed facilities with children of the same age as enrolled in present facility; and
    - (B) 10 clock hours of workshops approved by the state licensing staff;
  - (3) Option 3:
    - (A) A minimum of three semester hours of academic credit or equivalent training in child development, early childhood education, and curriculum resources; and
    - (B) supervised observation in high school or college or three months' work experience with children of the same age as enrolled in present facility; or
  - (4) Option 4: A child development associate credential.
- (c) Facilities licensed for not less than 13 and not more than 24 children shall have a program director who meets the training requirements by one of the following options:
  - (1) Option 1:
    - (A) Five sessions of observation for not less than 2 1/2 consecutive hours per observation in licensed preschools or child care centers. Child care center staff shall plan their observations so that daily activities during morning, lunch, nap time and late afternoon can be observed; and
    - (B) one year of teaching experience in licensed centers or preschools, or one year of supervised practicum in licensed centers or preschools; or
  - (2) Option 2:
    - (A) Seven to nine semester hours of academic credit or equivalent training in child development or early childhood education; and
    - (B) three months' teaching experience in licensed centers or preschools, or one year of supervised practicum in licensed centers or preschools; or
  - (3) Option 3: A child development associate credential.

- (d) Facilities licensed for more than 24 children shall have a program director who meets the training requirements by one of the following options:
  - (1) Option 1:
    - (A) Twelve semester hours of academic study or equivalent training in child development, early childhood education, curriculum resources, nutrition, child guidance, parent education, supervised practicum, and administration of early childhood programs; and
    - (B) six months' teaching experience in licensed centers or preschools;
  - (2) Option 2: A child development associate credential and one year of teaching experience in licensed centers or preschools, or supervised practicum in licensed centers or preschools;
  - (3) Option 3:
    - (A) An associate of arts degree or a two-year certificate in child development; and
    - (B) one year of teaching experience in licensed centers or preschools, or a supervised practicum in licensed centers or preschools;
  - (4) Option 4:
    - (A) An A.B. or B.S. degree in child development or early childhood education, including a supervised practicum; and
    - (B) three months' teaching experience in licensed centers or preschools; or
  - (5) Option 5:
    - (A) An A.B. or B.S. degree in a related academic discipline, and 12 hours of academic study or equivalent training in child development, early childhood education, curriculum resources, nutrition, child guidance, parent education, supervised practicum, and administration of early childhood programs; and
    - (B) six months teaching experience in licensed centers or preschools.
- (e) Facilities licensed for more than one hundred children shall have a program director who meets the following requirements:
  - (1)
    - (A) A degree in child development or early childhood education; or
    - (B) an A.B. or B.S. degree in a related academic discipline and 12 hours of academic study or equivalent training in child development, early childhood education, curriculum resources, nutrition, child guidance, parent education, supervisor practicum, and administration of early childhood programs; and
  - (2) one year of experience as a program director in a center licensed for more than 24 children, or one year of experience as an assistant program director in a center licensed for more than 100 children.
- (f) Facilities licensed for more than 100 children shall have an assistant program director who meets the requirements for program director specified in 28-4-429(d).

- (g) Facilities licensed for more than 160 children shall have an assistant program director who meets the requirements for program director specified in 28-4-429(d), and who has no other assigned responsibilities.

- (h) Each unit shall have one staff person who is at least 18 years of age and who has a high school diploma or its equivalent. Units enrolling fewer than 13 children shall have a staff person who meets the training requirements specified in subsection (b) of this rule and regulation. Units enrolling 13 to 24 children shall have a staff person who meets the training requirements specified in subsection (c) of this rule and regulation. Units enrolling more than 24 school-age children shall have a staff person who meets the requirements specified in subsection (d) of this rule and regulation.

- (i) Assistant teachers shall be at least 16 years of age and shall participate in staff orientation at time of employment.

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## Section C -Staff Requirements

1. Each facility shall have a Director and a Head Teacher on site the majority of time the center is open (this may be one and the same person for centers licensed for 59 or fewer children). In the event that the Director or Head Teacher is not present there shall be a staff person on site at all times during the licensed hours who is authorized to act in their place.

2. The person (Director and/or Head Teacher) responsible for developing and implementing the program in a facility of twelve (12) or fewer children shall have at least the following qualifications:

- Child Development Associate (CDA) or Certified Child care Professional (CCP) Early Childhood Education Specialist, or
- Associates Degree in Early Childhood, or Human/ Child Development (includes Pediatric Nursing), or
- Two (2) years of successful experience working with groups of children and at least one (1) successfully completed higher education course in early childhood related topics (to be completed within 9 months),
- Child Care Certificate from Community College of Vermont or a certificate of completion from a Voc/Tech Human Services Program approved by the State Board of Education emphasizing child care or early childhood education.

3. The person (Director and/or Head Teacher) responsible for developing and implementing the program in a facility of between thirteen (13) and fifty-nine (59) children shall have at least the following qualifications:

- CDA, CCP or Associates Degree in Early Childhood Education and two (2) years experience with groups of children, or
- BA/BS with four higher education courses in Early Childhood related topics and two (2) years experience with groups of children, or
- BA/BS in Early Childhood or Human/Child Development and one (1) year experience with groups of children, or
- Three (3) years successful experience in a licensed facility and four (4) higher education courses completed in Early Childhood related topics. These courses may be completed within eighteen (18) months of employment.

4. The person (Director and Head Teacher) responsible for developing and implementing the program in a facility of sixty (60) or more children shall have at least a:

- BA/BS in Early Childhood or Human/Child Development and two (2) years successful experience relative to the population to be served, or
- BA/BS and four (4) higher education courses successfully completed in early childhood related topics and three (3) years successful experience relative to the population to be served, or
- Associates Degree and four (4) higher education courses successfully completed in early childhood related topics and four (4) years of successful experience relative to the population to be

served. Course work requirements shall be completed within one (1) year of employment.

5. The Teacher for each group of children shall have at least a:
   - CDA, CCP or
   - Associates Degree in Early Childhood or Human/ Child Development, or
   - One (1) year of successful experience working with young children and one (1) higher education course successfully completed in Early Childhood Education or Human/Child Development.
6. The Assistant for a group of children shall be at least 18 years old and must have successfully completed, within one year of the beginning of employment or assignment, l course in child development approved by the Division. An assistant must be supervised by a Teacher, Head Teacher or Director until she/he has successfully completed a reasonable probationary employment period.
7. Human Services Coop Students may be counted in the child/caregiver ratio for up to six hours per day providing (1) they are supervised by a person who qualifies as a Teacher or Director-as defined by these regulations and (2) each has a written cooperative educational training agreement in effect between the vocational/technical center and the ECP.
8. Human Services Graduates may be counted in the child/caregiver ratio for up to six hours per day providing they are supervised by a person who qualifies as a Teacher or Director as defined by these regulations.
9. Persons who are under 18 years of age may assist in caregiving in a center but shall be under staff supervision at all times and shall not be counted in the adult/child ratio nor left alone with children.
10. Any person employed in one of the aforementioned positions (in a position under the existing license prior to 4/1/93) and who-does not meet these qualifications shall be granted a waiver which will permit them to continue in their position.
11. Staff hired prior to April l, 1993 shall have at least 3 positive written references and a written work history on file at the facility which attest to their ability to perform the duties related to their job description.
12. Staff hired after April 1, 1993 shall have on file references taken by representatives of the facility from three persons who are unrelated to the staff person which attest to his/her ability to perform the duties required by the job description. These references shall be dated and signed by the facility's representative and shall include the name and the telephone number of the person who gave the references.
13. Written records for each staff person shall be maintained at the facility and shall include:

    a. job descriptions;

    b. records of employment history, training, education and experience;

    c. three positive references;

    d. signed statement(s) indicating that the employee has read and understands the Licensing Regulations for ECP and the center's policy manual.
14. The following persons may not operate, reside at, be employed at or be present at a day care facility:

a. persons convicted of fraud, felony or an offense involving violence or unlawful sexual activity or other bodily injury to another person including, but no limited to abuse, neglect or sexual activity with a child; or

b. a person found by a court to have abused, neglected or mistreated a child; or

c. adults or children who have had report of abuse or neglect substantiated against them under Chapters 49 & 69 of Title 33 Vermont Statutes Annotated.

15. Persons prohibited in Section 14 above may be present at or employed in a day care facility if the licensee and the person involved request a waiver from the prohibition and evidence acceptable to the Commissioner is presented which shows suitability or rehabilitation sufficient to warrant their participation or presence in a child care setting.

16. Parents of children enrolled in the facility who may be otherwise prohibited under Section 14 above, but are participating in prevention or parent education programs within the facility, may be present at the facility as long as they are visually supervised by the staff of the facility.

17. For employees who are not employed in direct care services, but who are present when children are in care, there shall be at least 3 written references and work history on file at the facility.

18. Substitute staff and volunteers acting as assistants, shall not provide care at the facility for more than three days unless there are on file at the facility no less than three references which attest to the person's ability and competence to perform duties which may be assigned to them.

19. There shall be on file at the facility.(for staff, assisting parents and volunteers) a written statement signed and dated, indicating that the individual was informed of the center's policies on abuse and neglect and that they are aware that the abuse and/or neglect of children is against the law, and-prohibited by the program and must be reported to the Department.

20. When a request for a physical or mental examination is made by the Department, the licensee or-.staff person shall submit to the examination when f-here is just cause to suggest that the person's mental or physical condition impairs the person's ability to carry out the duties listed in his/her job description. The examiner shall be objectively selected by a third party designated-by-the Division each-year for such purpose.

21. All caregivers shall be knowledgeable in administering basic first aid. At least one staff person who holds a valid certification in infant/child CPR shall be present at the ECP at all times children are in care.

22. Staff who have a contagious illness or-are incapacitated by illness, fatigue, or any other condition(s) which limits their ability to care for children shall not care for children.

23. No staff person may be under the influence of alcohol or drugs except:: that prescription drugs which do not impair their ability to provide care may be taken.

# Colorado
# Regulations For Health and Safety in Child Care

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.42 TRAINING

See also 7.707.41 C, 2. Large Home

- A. Any person applying for a license to operate a family child care home must possess basic knowledge of child growth and development, early childhood care and education, child nutrition, appropriate discipline, child abuse recognition and reporting, operation of a family child care business, and safety and health care practices, including universal precautions. The licensee and primary caregiver must complete a minimum of 12 clock hours of Department-approved training in these areas prior to or within 3 months of the issuance of the license.

  Any licensee requesting continuation of a permanent license to operate a home and all caregivers must complete an additional 6 clock hours of training each year. This training must relate to one or more of the following general areas--child growth and development, healthy and safe environment, developmentally appropriate practices, guidance, family relationships, cultural and individual diversity, and professionalism. The 6 clock hours of training do not include recertification in first aid and CPR, and no more than 6 clock hours will be accepted in any one subject area within a 2-year period. No more than half of the training requirements can be met through correspondence courses. All caregivers and licensees who completed their 12 clock hours of pre-licensing training prior to promulgation of this rule must receive training in universal precautions before July 1, 1996.

- B. Prior to licensing, all caregivers, excluding staff aides, who are in regular and frequent contact with the children in care must have a current Department-approved first aid and safety certificate that includes CPR for all ages of children.

- C. In an infant/toddler home, the licensee must have completed a minimum of 40 clock hours of training, which include the following subject matter: growth and development of children from birth to 3 years; infant stimulation, nutrition, child guidance, first aid, and home safety; child abuse reporting; and child care practices for children birth to 3 years. This training need not have been taken for college credit.

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## Child Care Licensing:
## Training Requirements for Roles in Child Care Centers and Family Child Care

### 1998 Summary Sheet

| Role | Number of States that Require Pre-Service Training | Number of States that Require Annual Ongoing Hours |
|---|---|---|
| ***Child Care Center*** | | |
| **Teacher** | 20 | 44 |
| **Master Teacher*** | 8 | 11 |
| **Director** | 33 | 37 |
| ***Family Child Care**** | | |
| **Small Family Child Care Home Provider** | 11 | 31 |
| **Large Family Child Care Home Provider** | 11 | 28 |

*Notes:

A total of 12 states regulate the Master Teacher role.
There are 8 states that do not regulate small family child care homes and 16 states that do not regulate large family child care homes. We define small family child care as one provider legally caring for one or more unrelated children in the provider's residence; and large family child care as two or more providers caring for one or more unrelated children in the residence of one of the providers.

Data in this chart is based on the 50 states, the District of Columbia, and New York City which has a set of regulations that is separate from New York State, for a total of 52 states.

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4/28/98

## Child Care Licensing Requirements:
## Minimum Pre-service Training and Annual Ongoing Training Hours
## for Teachers and Master Teachers in Child Care Centers

| | Teachers in Child Care Centers | | Master Teachers in Child Care Centers | |
|---|---|---|---|---|
| **States** | **Pre-service Training** | **Ongoing Hours** | **Pre-service Training** | **Ongoing Hours** |
| Alabama | none | 4 | | |
| Alaska | none | 15 | | |
| Arizona | none | 12 | | |
| Arkansas | none | 10 | | |
| California | 12 semester hours in early childhood education or related field | 0 | | |
| Colorado | none | 6 | | |
| Connecticut | none | U* | 12 credits in early childhood education and 1080 hours of experience | U* |
| Delaware | 60 hours of training in child development or early childhood education and 1 year experience | 15 | | |
| District of Columbia | 9 credit hours in early childhood education and 3 years experience | 0 | | |
| Florida | 30 clock hours of training in early childhood education | 8 | | |
| Georgia | 10 clock hours of child care training within the first year of employment | 10 | | |
| Hawaii | Bachelor's degree in any field with 12 credits in early childhood education and 6 months experience | 0 | | |
| Idaho | none | 4 | | |
| Illinois | 6 credit hours in child development | 15 | | |
| Indiana | none | 12 | | |
| Iowa | none | 10* | | |
| Kansas | 12 credits of child-related course work and 6 months experience | 10 | | |
| Kentucky | none | 12 | | |
| Louisiana | none | 0 | | |
| Maine | none | 24 | | |

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| | Teachers in Child Care Centers | | Master Teachers in Child Care Centers | |
|---|---|---|---|---|
| **States** | **Pre-service Training** | **Ongoing Hours** | **Pre-service Training** | **Ongoing Hours** |
| Maryland | 6 semester hours in early childhood development and programming | 3 | | |
| Massachusetts | high school vocational program in child care | 20 | at least 4 courses in early childhood education | 20 |
| Michigan | none | 0 | | |
| Minnesota | 16 semester hours in child development and 4,160 hours experience* | U* | | |
| Mississippi | none | 15 | | |
| Missouri | none | 12 | | |
| Montana | 8 hours of training in early childhood in the first year | 0 | | |
| Nebraska | none | 12 | | |
| Nevada | 3 hours of early childhood training in the first 6 months | 3 | | |
| New Hampshire | 72 hours of workshops | 0 | 144 hours of workshops in early childhood and development | 0 |
| New Jersey | 15 child-related college credits | U | 6 college credits in early childhood education and 4 years experience | U |
| New Mexico | none | 24 | | |
| New York | none | 15 | | |
| New York City* | early childhood teacher certification | 0 | | |
| North Carolina | none | 20* | | |
| North Dakota | none | 10 | none | 10 |
| Ohio | none | 15* | | |
| Oklahoma | none | 12 | none | 12 |
| Oregon | none | 15 | none | 15 |
| Pennsylvania | none | 6 | associate's degree that includes 30 credits in early childhood education and 3 years experience | 6 |
| Rhode Island | bachelor's degree in any field and must meet the standards for Rhode Island Early Childhood Certification | 20 | bachelor's degree in any field and must meet the standards for Rhode Island Early Childhood Certification | 20 |
| South Carolina | none | 10* | | |
| South Dakota | none | 20 | none | 20 |



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| | Teachers in Child Care Centers | | Master Teachers in Child Care Centers | |
|---|---|---|---|---|
| **States** | **Pre-service Training** | **Ongoing Hours** | **Pre-service Training** | **Ongoing Hours** |
| Tennessee | none | 6 | | |
| Texas | 8 hours of required training in early childhood | 15 | | |
| Utah | none | 20* | | |
| Vermont | 1 course in early childhood education and 1 year experience | 6 | 4 courses in early childhood education and 3 years experience | 9 |
| Virginia | none | 8 | combination of education and experience | 8 |
| Washington | none | U | | |
| West Virginia | none | U | | |
| Wisconsin | 2 non-credit department-approved courses in early childhood education and 80 days experience | 25 | | |
| Wyoming | none | 8 | | |
| **Total Number of States with Training Requirement** | 20 | 44 | 8 | 11 |

**Notes:**

States often list a set of required pre-service training alternatives. If a state has requirements for experience, high school completion, age, or training not specified in early childhood (such as first aid/CPR), it is counted as "none."

Only 12 states (Connecticut, Massachusetts, New Hampshire, New Jersey, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Vermont, and Virginia) require at least one teacher in a program or classroom to be qualified at a higher level. This position is often called a lead teacher, head teacher, chief caregiver, or supervisor by the states. The Center generically labels this role as "master teacher" to reflect that this person has more training and skills than other classroom teachers.

U = Unspecified number of hours required

***Connecticut:** Annual hours of training required equal to 1% of hours worked per year.
***Iowa:** 10 hours required in the first year of employment, then 6 hours are required each year after.
***Minnesota :** In the regulations, pre-service training requirements are 24 quarter credits in early childhood education. 1.5 quarter credits are equal to 1 semester hour or college credit. The Center calculated this equivalency to standardize reporting for this table. Annual ongoing hours of training required equal to 2% of hours worked per year.
***New York City:** All school-age programs must provide 12 hours of training every year, in content areas specified by the state.

*__North Carolina:__ Staff with college degrees or certificates in early childhood education are permitted to receive fewer hours of ongoing training: 5 hours annually for a B.A. degree; 8 hours for a two-year degree; and 10 hours for a one-year certificate of Child Development Associate credential. Staff with 10 years of experience and more than 50 hours of training may also reduce hours of annual training. Staff who have completed 66 hours of early childhood education or child development are exempt from training.

*__Ohio:__ 15 hours required annually for 3 years. Staff with a higher education degree or an early childhood credential are not required to participate in ongoing training.

*__South Carolina:__ 10 hours required in the first year of employment, then 15 hours are required each year after.

*__Utah:__ New staff must have an additional 20 hours of training in their first year.



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## Child Care Licensing Requirements:
## Minimum Pre-service Training, Annual Ongoing, and Administrative Training Hours for Directors in Child Care Centers

| States | Pre-service Training | Ongoing Hours | Administrative Training |
|---|---|---|---|
| Alabama | none* | 8 | 20 hours |
| Alaska | 12 college credits in child development | 15 | 0 |
| Arizona | 90 hours of workshop training in early childhood education or child development | 0 | 0 |
| Arkansas | none | 10 | 0 |
| California | 12 semester units hours in early childhood | 0 | 3 units |
| Colorado | 24 semester hours of early childhood education, plus 24 months experience | 6 | 0 |
| Connecticut | 12 credits in early childhood education and 1080 hours of experience | U* | 0 |
| Delaware | high school vocational program and 9 credit hours in early childhood education and 3 years experience | 15 | 0 |
| District of Columbia | 2 or more years of college training that includes course work in early childhood education or related field and experience | 0 | 0 |
| Florida | 30 clock hours of training in early childhood education | 8 | 0 |
| Georgia | none | 10 | 0 |
| Hawaii | none | 0 | 0 |
| Idaho | none | 4 | 0 |
| Illinois | 1 year of college with 10 credit hours in early childhood (and enrollment in college up to 18 credit hours) and experience | 0 | 0 |
| Indiana | bachelor's degree with 15 hours in early childhood or related field | 12 | 0 |
| Iowa | 10 CEU's in early childhood education, 3 years experience and 1 year course work or experience in administration | 10* | 0* |





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| States | Pre-service Training | Ongoing Hours | Administrative Training |
|---|---|---|---|
| Kansas | 12 credits of child-related course work and 6 months experience | 5 | 0 |
| Kentucky | none | 12 | 0 |
| Louisiana | 30 clock hours of training in early childhood education and 1 year of experience | 0 | 0 |
| Maine | 2 years of college including 9 credit hours in child care and 6 months experience | 24 | 0 |
| Maryland | 90 clock hours in early childhood development | 6 | 0 |
| Massachusetts | 14 college credits in child-related field and 15 months experience* | 20 | 2 credits |
| Michigan | 60 college credits with 12 in child-related field | 0 | 0 |
| Minnesota | 90 clock hours in child development, human relations, or staff supervision and 1,040 hours of supervisory experience* | U* | 0 |
| Mississippi | none | 15 | 0 |
| Missouri | 12 college semester hours in child-related field and 24 months experience | 12 | 0 |
| Montana | none* | 0 | 0 |
| Nebraska | none | 12* | 0 |
| Nevada | 3 hours in the first 6 months | 3 | 0 |
| New Hampshire | none | 0 | 0 |
| New Jersey | none | 0 | 0 |
| New Mexico | none | 24 | 0 |
| New York | bachelor's degree with 18 credits in early childhood education and experience* | 15* | 0 |
| New York City | early childhood teacher certification and 2 years experience | 0 | 0 |
| North Carolina | none | 20 | 0 |
| North Dakota | Bachelor's degree with at least 12 semester hours in child development or related field, with at least 1 year of experience | 0 | 0 |
| Ohio | 4 courses in early childhood education | 0* | 0 |



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| States | Pre-service Training | Ongoing Hours | Administrative Training |
|---|---|---|---|
| Oklahoma | approved child care training program | 20 | 0* |
| Oregon | none* | 15 | 0 |
| Pennsylvania | associate's degree that includes 30 hours in child-related course work and 4 years experience | 6 | 0 |
| Rhode Island | none * | 20 | 0 |
| South Carolina | none | 15 * | 0 |
| South Dakota | none | 20 | 0 |
| Tennessee | none | 12 | 0 |
| Texas | 9 college credits in child development or early childhood education and 3 years experience | 20 | 9 credits in business management |
| Utah | Child Development Associate and 1 year of experience | 20 | 0 |
| Vermont | 4 courses in early childhood and 3 years experience | 9 | 0 |
| Virginia | some education in early childhood and experience | 0 | 0 |
| Washington | 45 college quarter credits in early childhood education or equivalent | 0 | 0 |
| West Virginia | 9 credits of child-related training | U | 0 |
| Wisconsin | 2 non-credit department-approved courses in early childhood education and 80 days experience* | 25 | 10* |
| Wyoming | none | 8 | 0 |
| **Total Number of States with Training Requirement** | **33** | **37** | **4** |

**Notes:**

States often list a set of required pre-service training alternatives. If a state has requirements for experience, high school completion, age, or training not specified in early childhood, it is counted as "none."

***Alabama:** The state also has requirements for program directors. It is possible that responsibilities of director and program director to be assumed by the same person provided all qualifications are met for each position. If a director does not meet the qualifications of a program director, then a program director shall be employed. A program director must have at least 40 clock hours of training in child care.

***Connecticut:** Annual hours of training required equal to 1% of hours worked per year.
***Iowa:** Administrative experience is required as pre-service training if the director doesn't have 6 credits or CEU's in early childhood education and 1 year of course work. 10 hours of training in early childhood education in the first year of employment, then 6 hours of training each year after.
***Massachusetts:** Directors of large centers must meet higher qualifications than directors of small centers.
***Minnesota:** Annual hours of training required equal to 2% of hours worked per year. If a director also functions as a teacher or develops the program plan, the director must meet teacher requirements, i.e. 24 quarter credits in child development and 4,160 hours experience.
***Montana:** If the director also acts as a caregiver, the director must receive 8 hours of training in the first year of employment.
***Nebraska:** 12 hours annually is required for directors who work with a group of children.
***New York:** Each center must have on staff a person with specific child-related training. This person shall be responsible for developing, directing, and
supervising the daily activity programs for children. If the director of the center does not possess the qualifications, another staff person must have such qualifications. 15 hours of training in early childhood education in the first year of employment, then every 2 years after.
***Ohio:** A director who also serves as a child care staff member must complete 15 hours annually for 3 years. Staff with a higher education degree or an early childhood credential are not required to participate in ongoing training.
***Oklahoma:** Directors of large centers must have at least 10 hours of training in administration along with one of a variety of training alternatives that range from 40 clock hours to a college degree in child development.
***Oregon:** Directors who are serving as head teachers must have early childhood training.
***Rhode Island:** None required, unless the head teacher does not work full-time.
***South Carolina:** 15 hours in the first year, then 20 hours each year after. At least 5 hours a year must be in administration, and at least 5 hours must be in child growth and development, early childhood education, and health and safety.
*** Wisconsin:** Directors of centers that serve 51 or more children are required to have more training -- at least 4 non-credit department-approved courses in early childhood education. For directors who have no previous training in supervision or personnel management, 10 hours of their ongoing education hours in the first year must be completed in this area.



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## Child Care Licensing Requirements:
## Minimum Pre-service Training and Annual Ongoing Training Hours
## for Family Child Care Providers

| | Providers in Small Family Child Care Homes | | Providers in Large Family Child Care Homes | |
|---|---|---|---|---|
| **States** | **Pre-service Training** | **Ongoing Hours** | **Pre-service Training** | **Ongoing Hours** |
| Alabama | none | 2* | 16 hours of on-site training in a child care facility approved by the licensing agency, or an approved plan to receive training within six months | 3* |
| Alaska | none | 9 | none | 9 |
| Arizona | NR | NR | none | 9 |
| Arkansas | none | 10* | NR | NR |
| California | none | 0 | none | 0 |
| Colorado | 12 hours of approved orientation training in topics like child care, discipline, nutrition, and first aid prior to or within three months after being licensed. | 6 | none | 0 |
| Connecticut | none | 0 | none | 0* |
| Delaware | 15 hours of approved training during first year of licensure | 12 | none* | 15* |
| District of Columbia | none | 0 | NR | NR |
| Florida | 3 clock hours of training in family child care within 60 days of registration or licensing | 0 | NR | NR |
| Georgia | none | 10 | none | 10 |
| Hawaii | none | U* | Two years of college in early childhood education combined with related experience. | 0 |
| Idaho | NR | NR | NR | NR |
| Illinois | none | 0 | 6 semester hours of college credit in early child development or a CDA credential. | 6* |
| Indiana | none | 0 | NR | NR |
| Iowa | NR | NR | none | 2* |



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| | Providers in Small Family Child Care Homes | | Providers in Large Family Child Care Homes | |
|---|---|---|---|---|
| **States** | **Pre-service Training** | **Ongoing Hours** | **Pre-service Training** | **Ongoing Hours** |
| Kansas | none | 0 | none | 5* |
| Kentucky | 6 hours of training within the first 3 months | 6 | none | 12 |
| Louisiana | NR | NR | NR | NR |
| Maine | 6 hours of training by the end of first year as a licensee | 6 | NR | NR |
| Maryland | 9 hours of approved training, 6 of them related to health and 3 to other child care-related topics | 6* | NR | NR |
| Massachusetts | none | 5* | 5 hour training approved by licensing office | 10* |
| Michigan | none | 0 | 20 clock hours of training within two years, of which eight hours must be in child development. After the initial 20 hours, no further training is required. | 0 |
| Minnesota | 6 hours of day care training within one year before or after becoming licensed | 6 | 6 hours of day care training within one year before or after becoming licensed | 6 |
| Mississippi | none | 15 | NR | NR |
| Missouri | none | 12 | 6 college semester hours in child-related courses | 12 |
| Montana | none | 0 | none | 0 |
| Nebraska | 12 hours of training during the first year | 10* | 12 hours of training during the first year | 10* |
| Nevada | 3 hours in the first 6 months | 3 | 3 hours in the first 6 months | 3 |
| New Hampshire | none | 0 | none | 0 |
| New Jersey | NR | NR | NR | NR |
| New Mexico | none | 6 | none | 12 |
| New York | none | 15* | none | 15* |
| New York City | none | 15* | none | 15* |
| North Carolina | none | 0 | none | 20* |
| North Dakota | none | 9 | none | 13 |
| Ohio | NR | NR | none | 0* |



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| | Providers in Small Family Child Care Homes | | Providers in Large Family Child Care Homes | |
|---|---|---|---|---|
| **States** | **Pre-service Training** | **Ongoing Hours** | **Pre-service Training** | **Ongoing Hours** |
| Oklahoma | none | 10 | NR | NR |
| Oregon* | none | 0 | NR | NR |
| | none* | 15 | NR | NR |
| Pennsylvania | none | 6 | none | 6 |
| Rhode Island | none | 5* | 3 college level courses related to the care of young children plus five years of experience, or a higher level of professional training combined with less experience. | 8 |
| South Carolina | none | 0 | none | 15* |
| South Dakota | NR | NR | none | 10 |
| Tennessee | none | 2* | none | 8 |
| Texas | none | 20 | none | 15 |
| Utah | 2 hours of state-provided training before receiving a license for the first time. | 12 | 2 hours of state-provided training before receiving a license for the first time. | 12 |
| Vermont | none | 6 | NR | NR |
| Virginia | none | 6 | NR | NR |
| Washington | none | 0 | none | 0 |
| West Virginia | NR | NR | none | 10* |
| Wisconsin | 40 hours of approved early childhood training within 6 months of becoming licensed* | 15 | NR | NR |
| Wyoming | none | 8 | none | 8 |
| **Total Number of States with Training Requirement** | 11 | 31 | 11 | 28 |

**Notes:**

States often list a set of required pre-service training alternatives. If a state has requirements for experience, high school completion, age, or training not specified in early childhood, it is counted as "none."



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**Definitions:**
The Center for Career Development in Early Care and Education defines a **small family child care home** as one provider legally caring for one or more unrelated children in the provider's residence. The Center defines a **large family child care home** as two or more providers (or one provider and an assistant) legally caring for one or more unrelated children in the residence of one of the providers. Large homes are called group child care homes in some states.

**U = Unspecified number of hours required**
**NR = Not Regulated**

***Alabama:** A provider in a small child care home must obtain 4 clock hours of training in child development every two years. Providers in large child care homes must obtain 6 hours every two years.
***Arkansas:** Regulates a family child care home which combines both small and large homes.
***Connecticut:** Group home operators are required to provide annual training to their staff amounting to 1% of hours worked.
***Delaware:** To care for infants and toddlers, caregivers must have 6 hours of approved training in infant/toddler caregiving. To be licensed as Type II, or infant/toddler large family child care homes, the caregiver must complete 20 hours of training. In a large family child care home, the second staff person must have 12 hours of approved training annually.
***Hawaii:** To renew registration, the provider must submit written evidence describing efforts made to increase knowledge in two or more of twelve areas specified by the state.
***Illinois:** Group home providers must provide 15 hours of training for their assistants every year.
***Iowa:** Providers in large homes are required to have 2 hours of ongoing training in the first year of employment, 10 hours in the second year, and 2 hours in each subsequent year after.
***Kansas:** Each year the provider must document 5 clock hours of training or directed reading in child care or related topics, or current accreditation by the National Association for Family Child Care.
***Maryland:** Every other year, at the time of registration renewal, the provider must have completed 6 additional hours of training in health and 6 additional hours in other child care related topics.
***Massachusetts:** Providers of small family child care homes are required to have at least 15 hours of training every three years. Providers of large family child care homes are required to have at least 30 hours of training every three years.
***Nebraska:** Ongoing hours of training for providers is 10-12 hours annually depending on the date of licensure. Assistants who work twenty hours or less must have 6 hours of annual training.
***New York:** Group and family child care rules call for 15 additional hours of training the first year, and 15 hours every two years afterward.
***New York City:** Group and family child care rules call for 15 additional hours of training the first year, and 15 hours every two years afterward.
***North Carolina:** Staff with college degrees or certificates in early childhood education are permitted to receive fewer hours of ongoing training: 5 hours annually for a B.A.; 8 hours for a two-year degree; and 10 hours for a one-year certificate or CDA credential. Staff with 10 years of experience and more than 50 hours of training may also reduce the required hours of annual training. Staff who have completed 66 hours of early childhood education or child development are exempt from the annual training requirement.
***Ohio:** Staff are required to participate in 15 hours of ongoing training each year for three years. Staff with a higher education degree or an early childhood credential are not required to participate in ongoing training.



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***Oregon:** State regulates two types of homes: family child care homes and, as the state defines, group child care homes. Regulations for group child care homes do not specify that more than one provider must be present; therefore, both types are categorized under The Center's definition of a small family child care home. The provider and all employees must document 15 hours of child-related training annually, 6 of these hours must be in child development or early childhood education.

***Rhode Island:** 10 hours required every two years.

***South Carolina:** 15 hours required in the first year of employment, then 20 hours are required each year after.

***Tennessee:** Primary caregiver shall complete an additional 4 hours of workshops or other training, or present evidence of 4 hours of consultation in child care or related field.

***West Virginia:** Operators of large family child care homes obtain 10 hours of training each year; additional staff must obtain 8 hours of training each year.

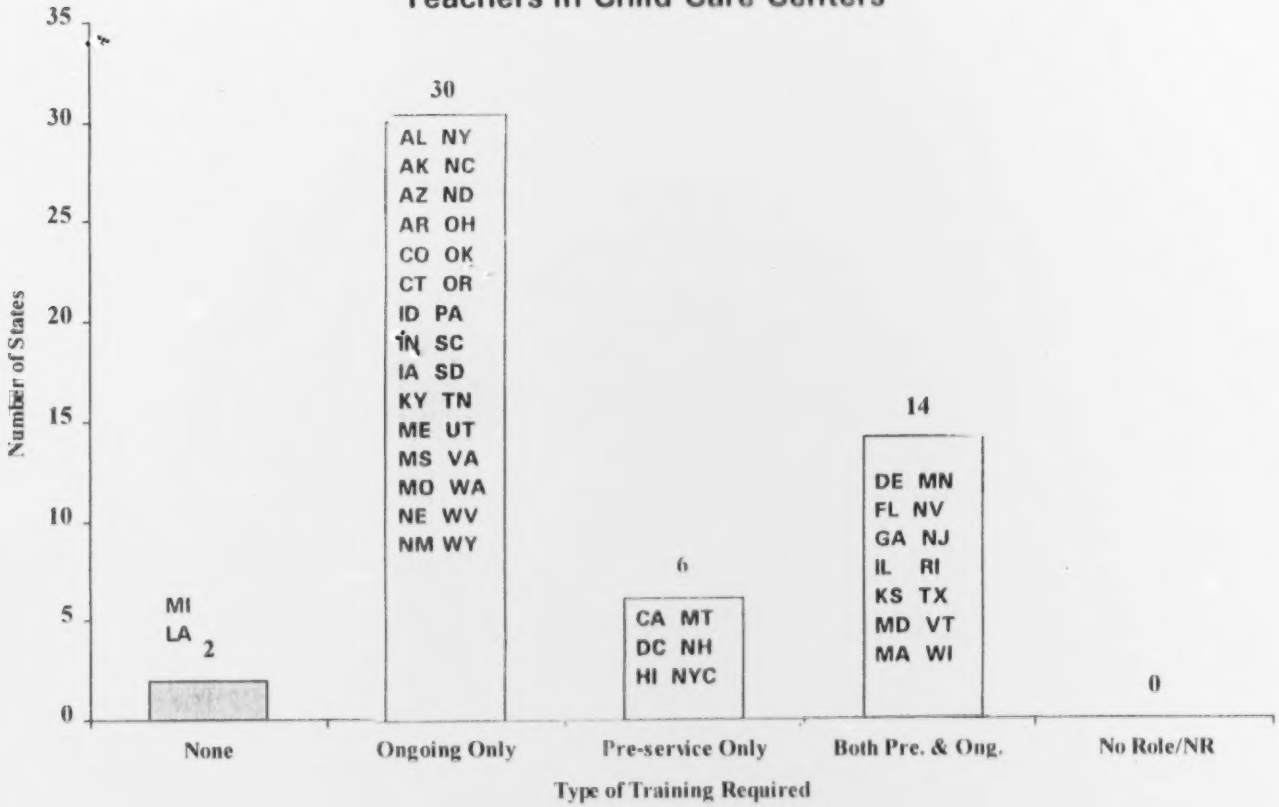
***Wisconsin:** If the provider is licensed to care for infants/toddlers, 10 additional hours must be in infant/toddler care.



Data compiled by The Center for Career Development in Early Care and Education at Wheelock College
200 The Riverway, Boston, MA 02215 Ph: 617-734-5200, ext. 290 Fax: 617-738-0643

## 1998 Licensing Requirements: Specialized Training in ECE

### Teachers in Child Care Centers

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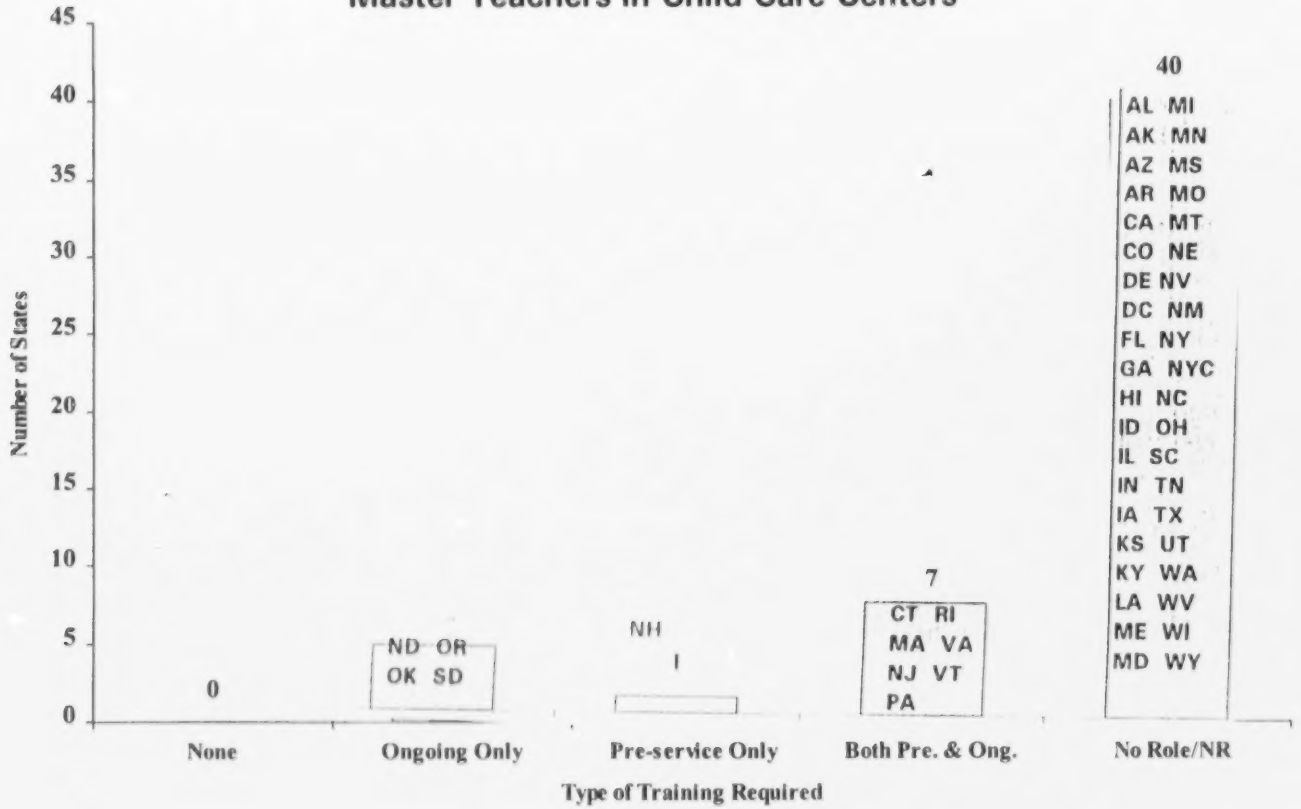
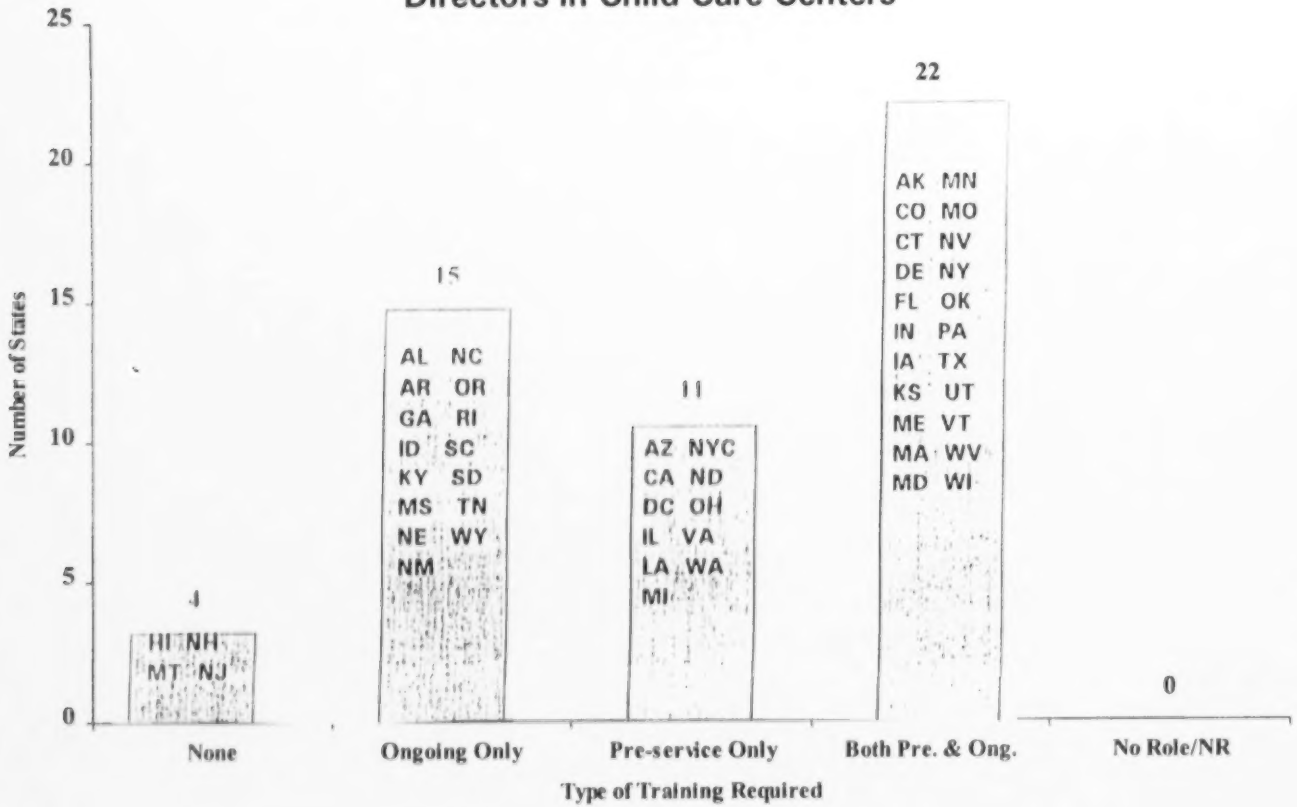
## 1998 Licensing Requirements: Specialized Training in ECE

### Master Teachers in Child Care Centers



## 1998 Licensing Requirements: Specialized Training in ECE

### Directors in Child Care Centers

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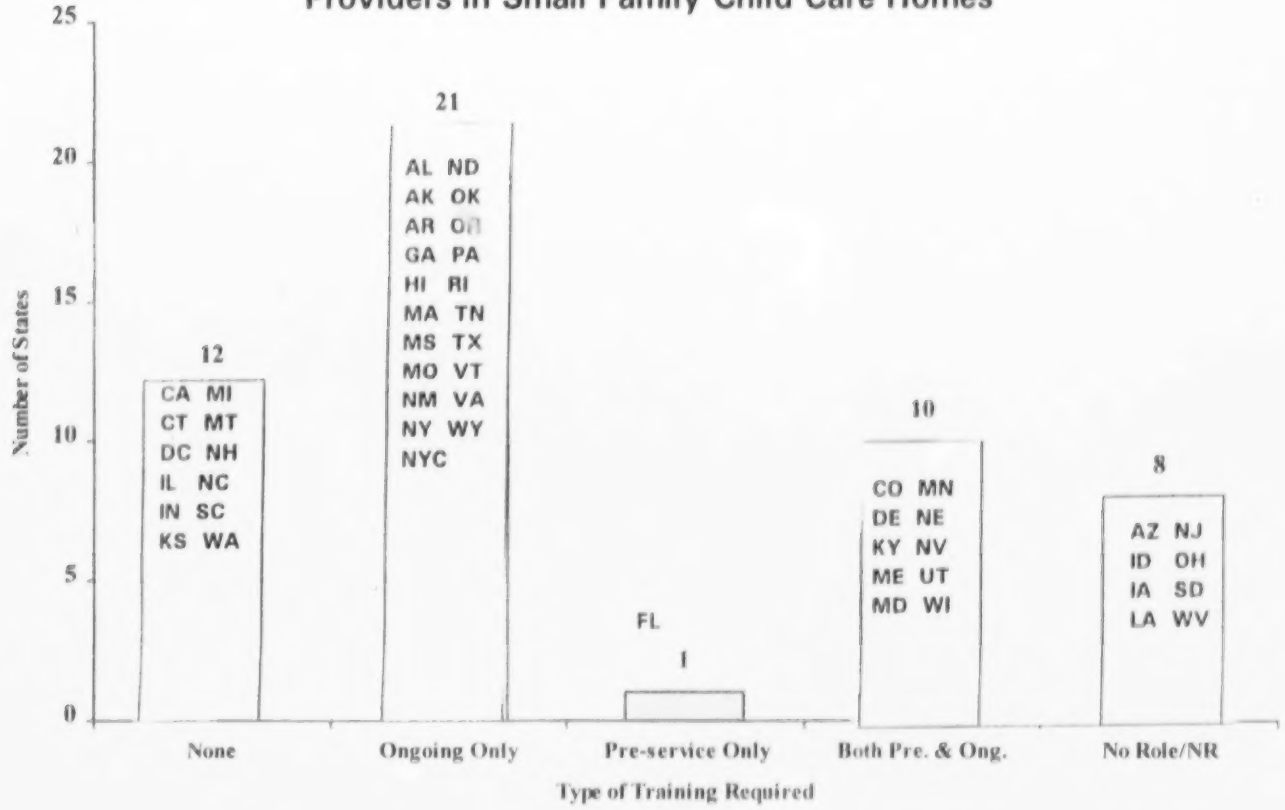
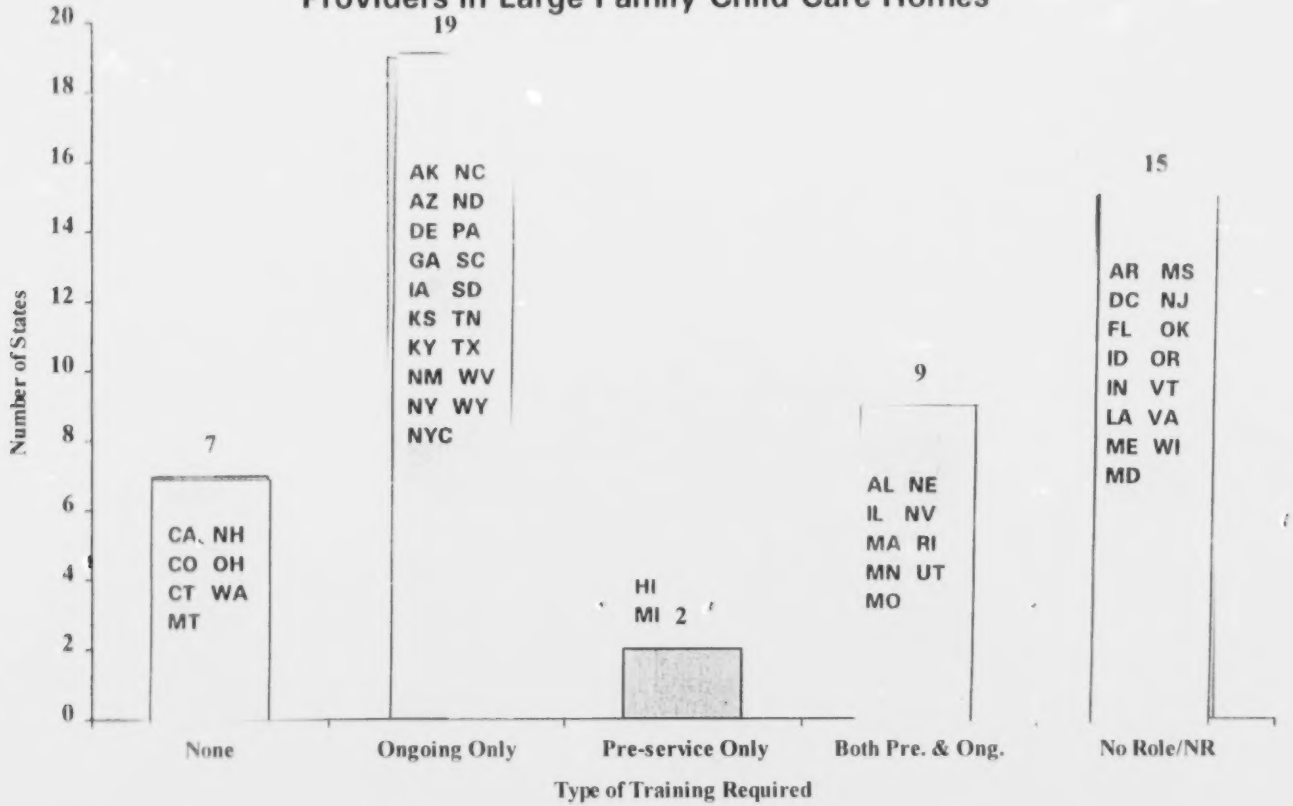
## 1998 Licensing Requirements: Specialized Training in ECE

### Providers in Small Family Child Care Homes



## 1998 Licensing Requirements: Specialized Training in ECE

### Providers in Large Family Child Care Homes





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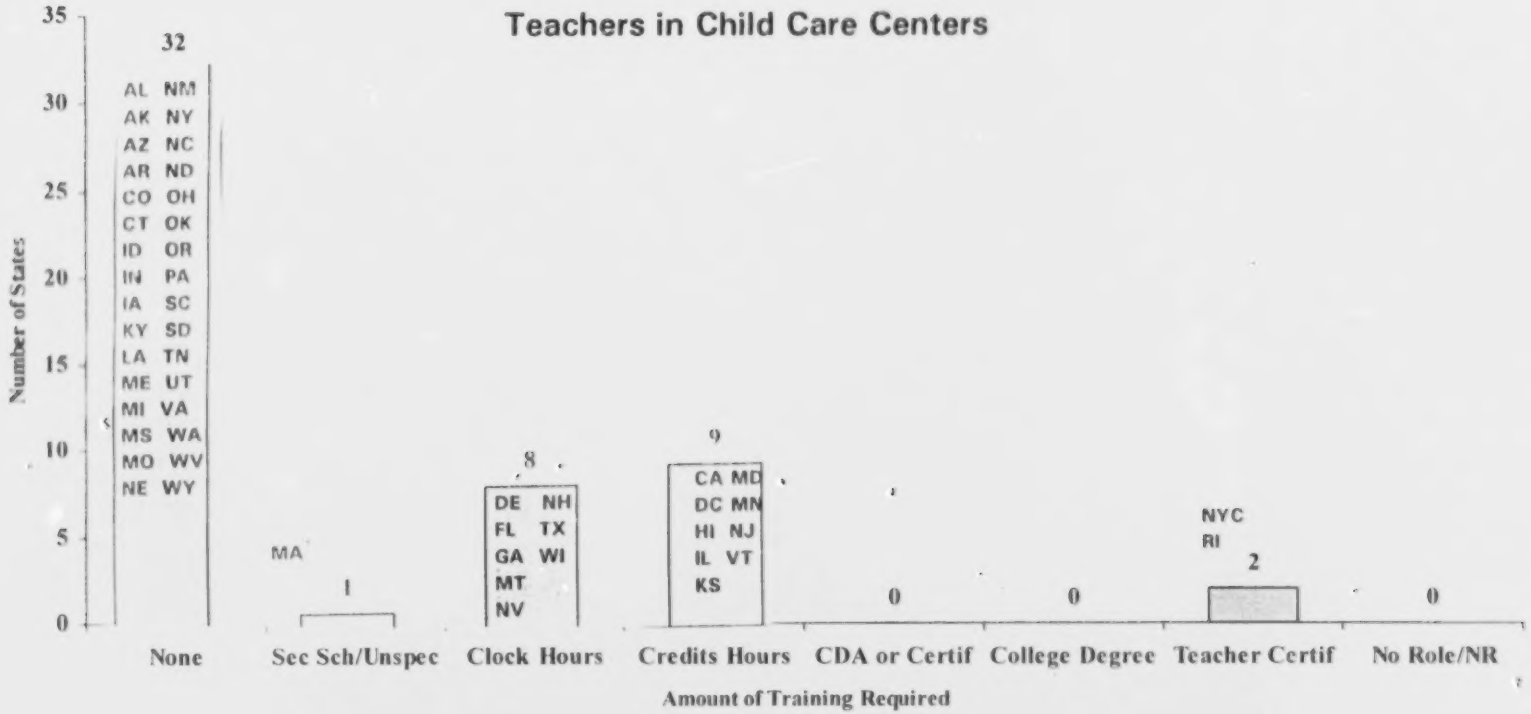
## 1998 Licensing Requirements: Minimum Pre-service Training in ECE

### Teachers in Child Care Centers



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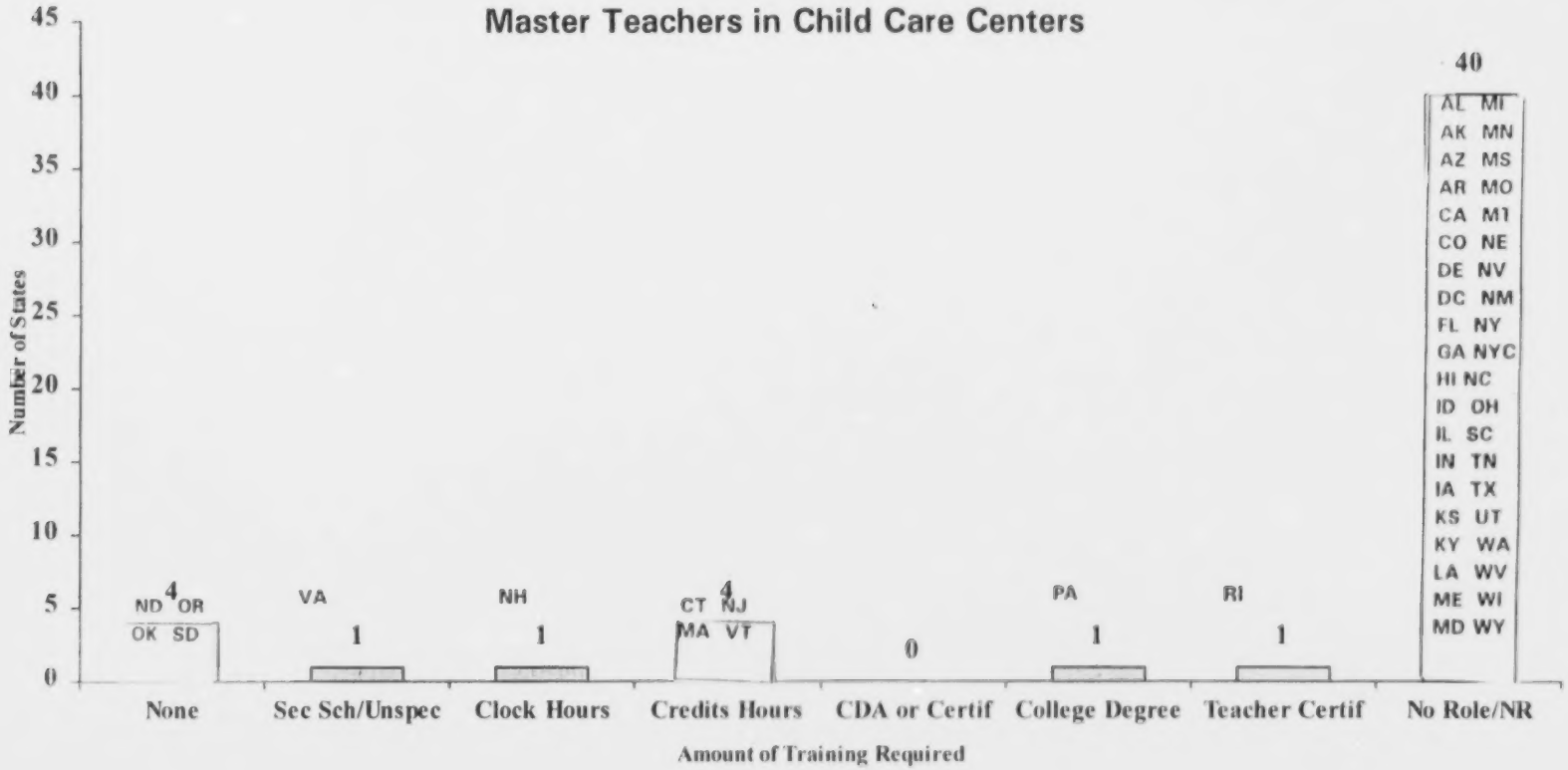
## 1998 Licensing Requirements: Minimum Pre-service Training in ECE

### Master Teachers in Child Care Centers

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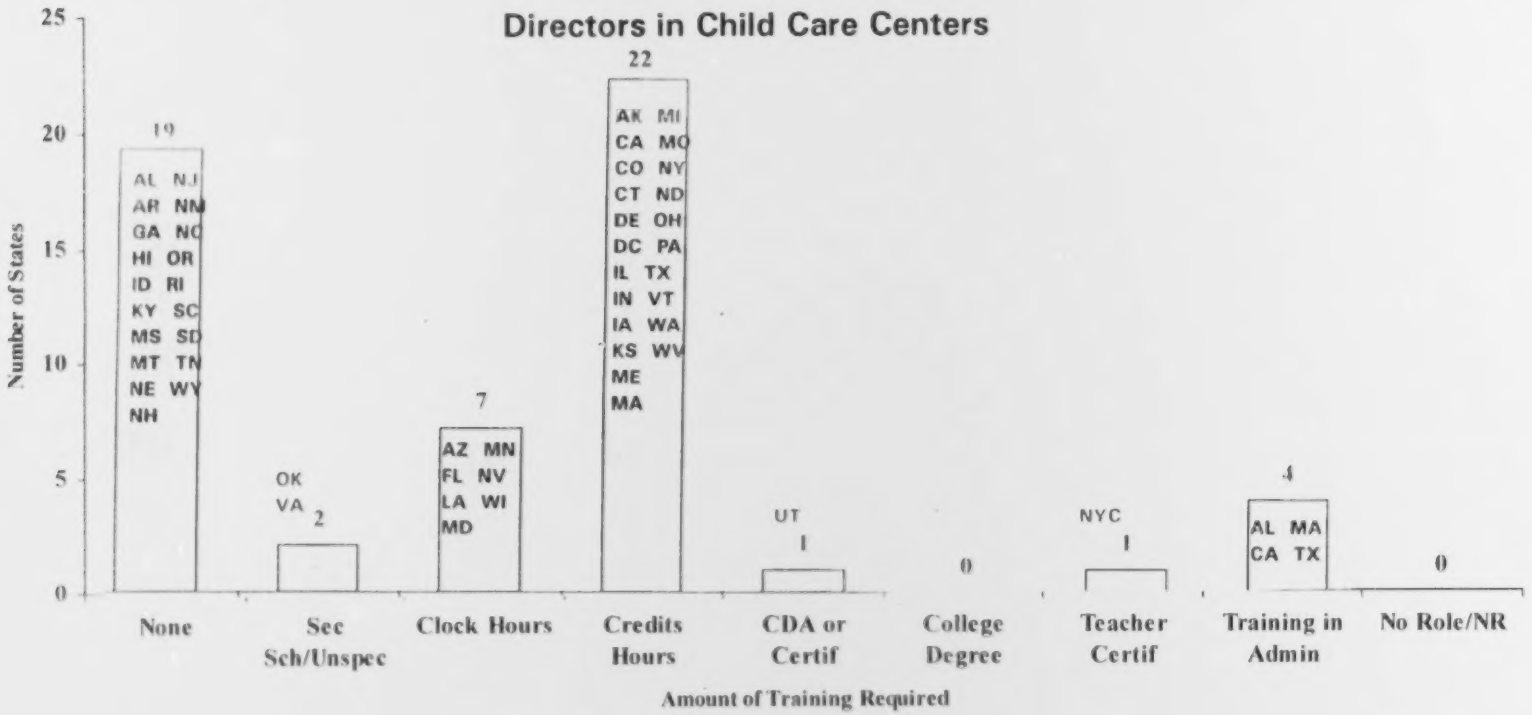
## 1998 Licensing Requirements: Minimum Pre-service Training in ECE

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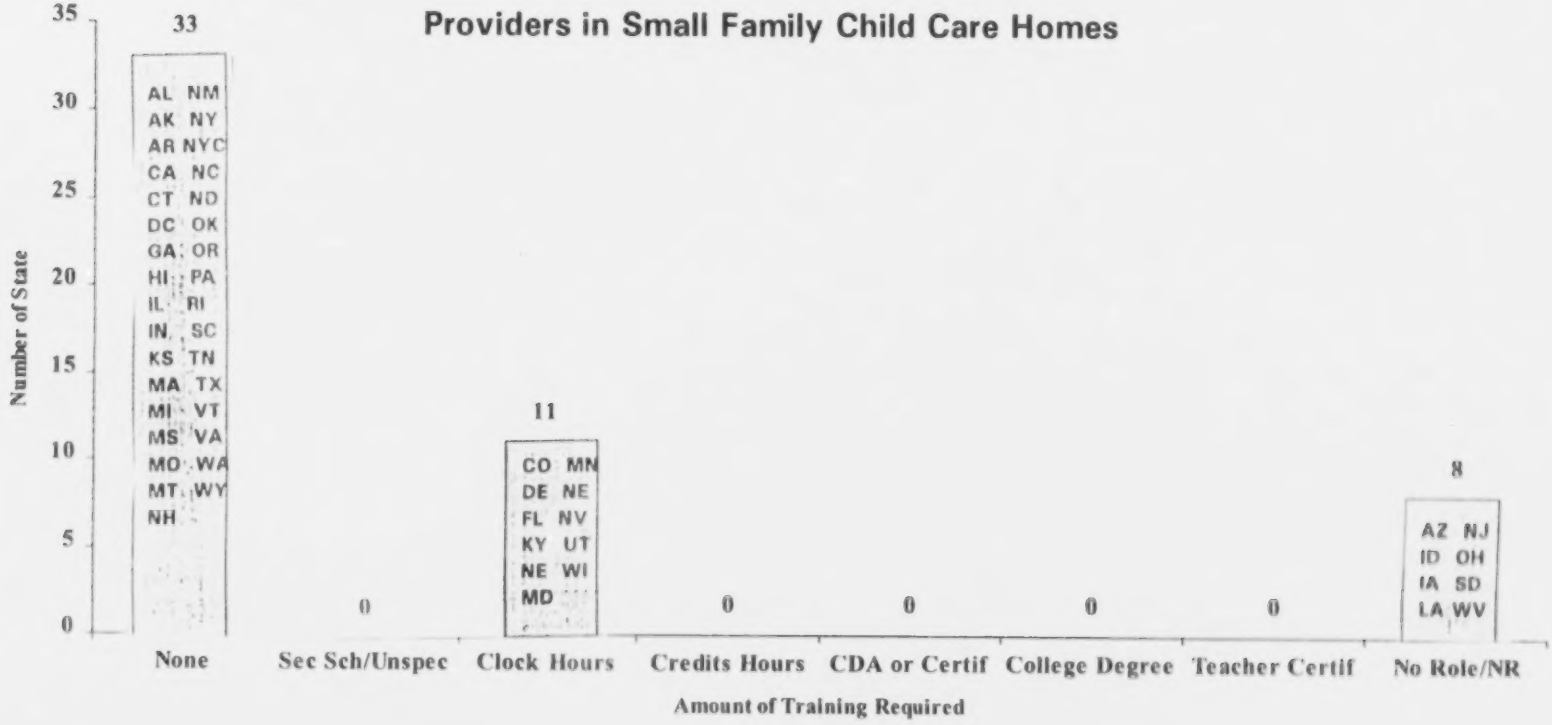
## 1998 Licensing Requirements: Minimum Pre-service Training in ECE

### Providers in Small Family Child Care Homes

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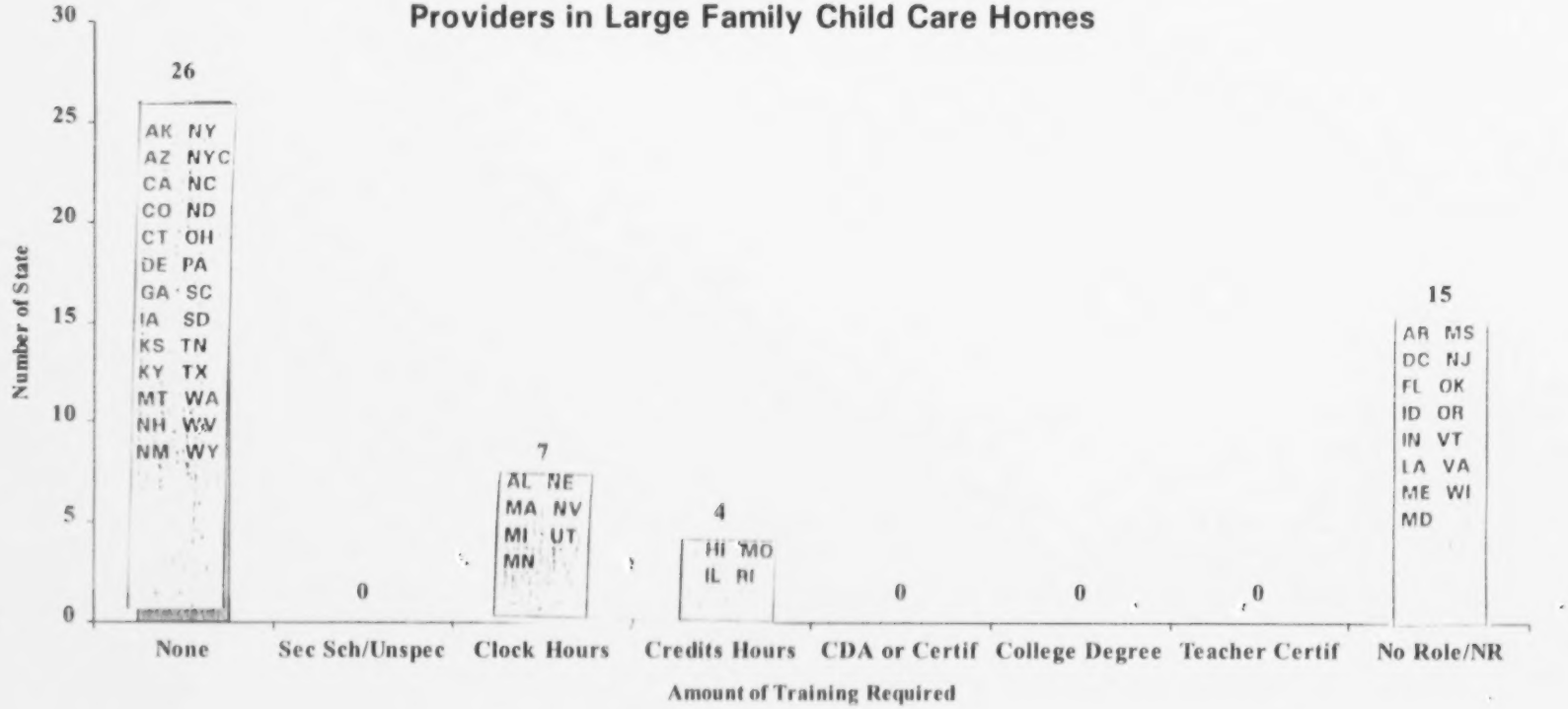
## 1998 Licensing Requirements: Minimum Pre-service Training in ECE

### Providers in Large Family Child Care Homes

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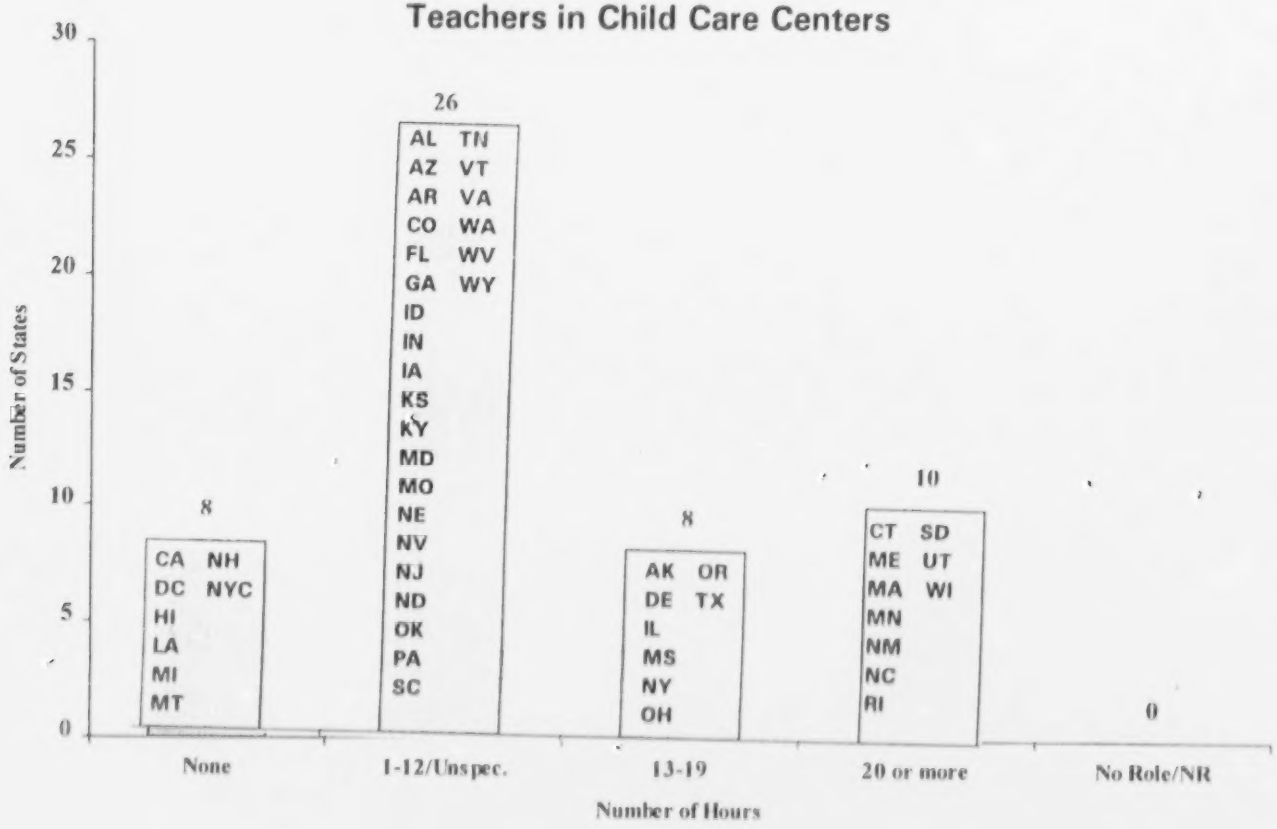
## 1998 Licensing Requirements: Annual Ongoing Hours

### Teachers in Child Care Centers

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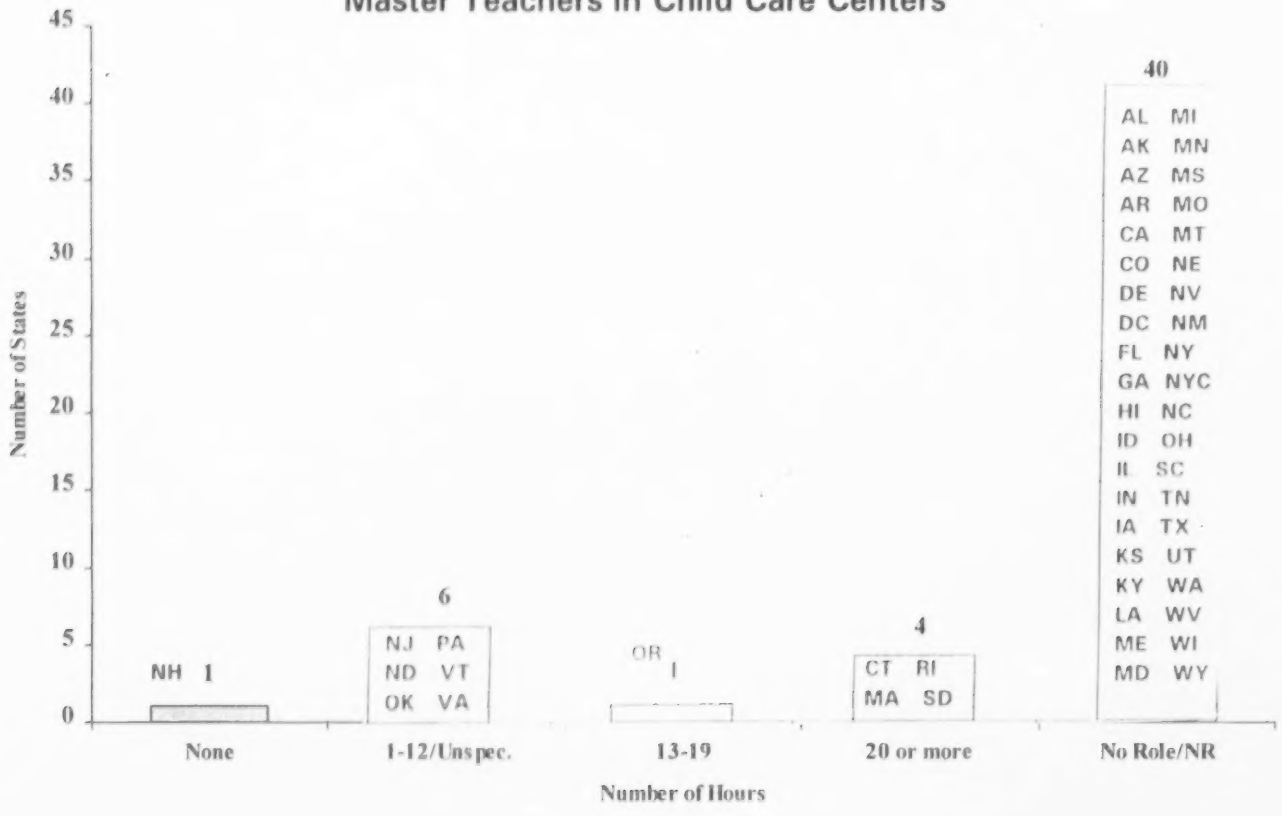
## 1998 Licensing Requirements: Annual Ongoing Hours

### Master Teachers in Child Care Centers

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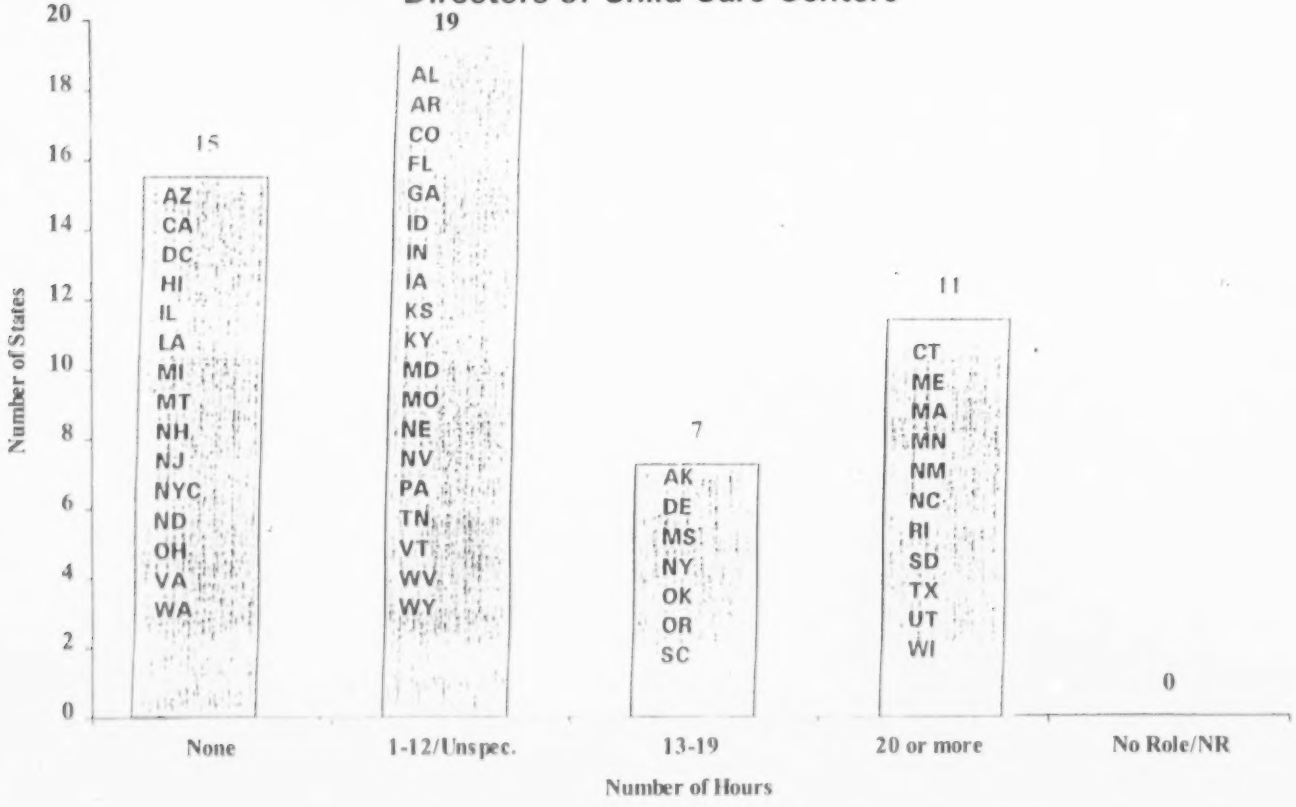
## 1998 Licensing Requirements: Annual Ongoing Hours

### Directors of Child Care Centers

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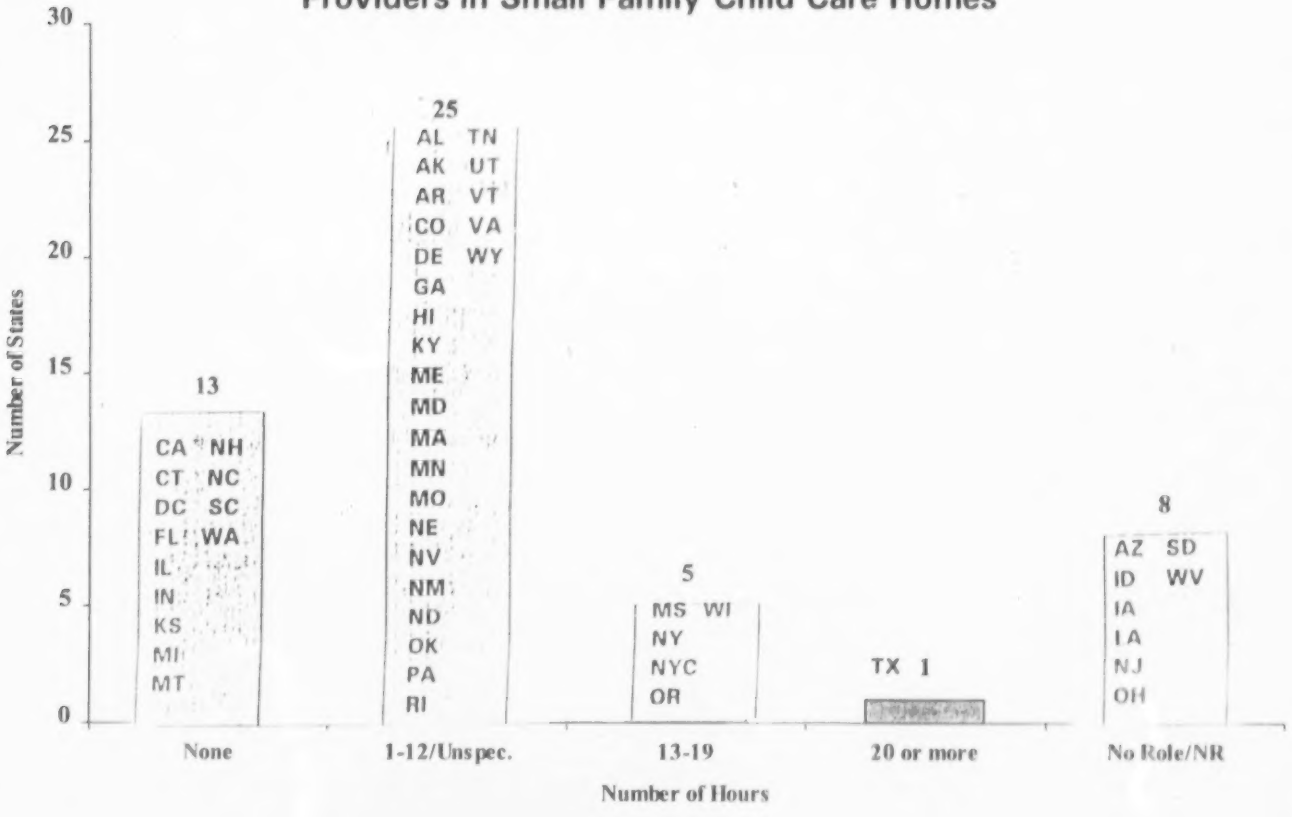
## 1998 Licensing Requirements: Annual Ongoing Hours

### Providers in Small Family Child Care Homes

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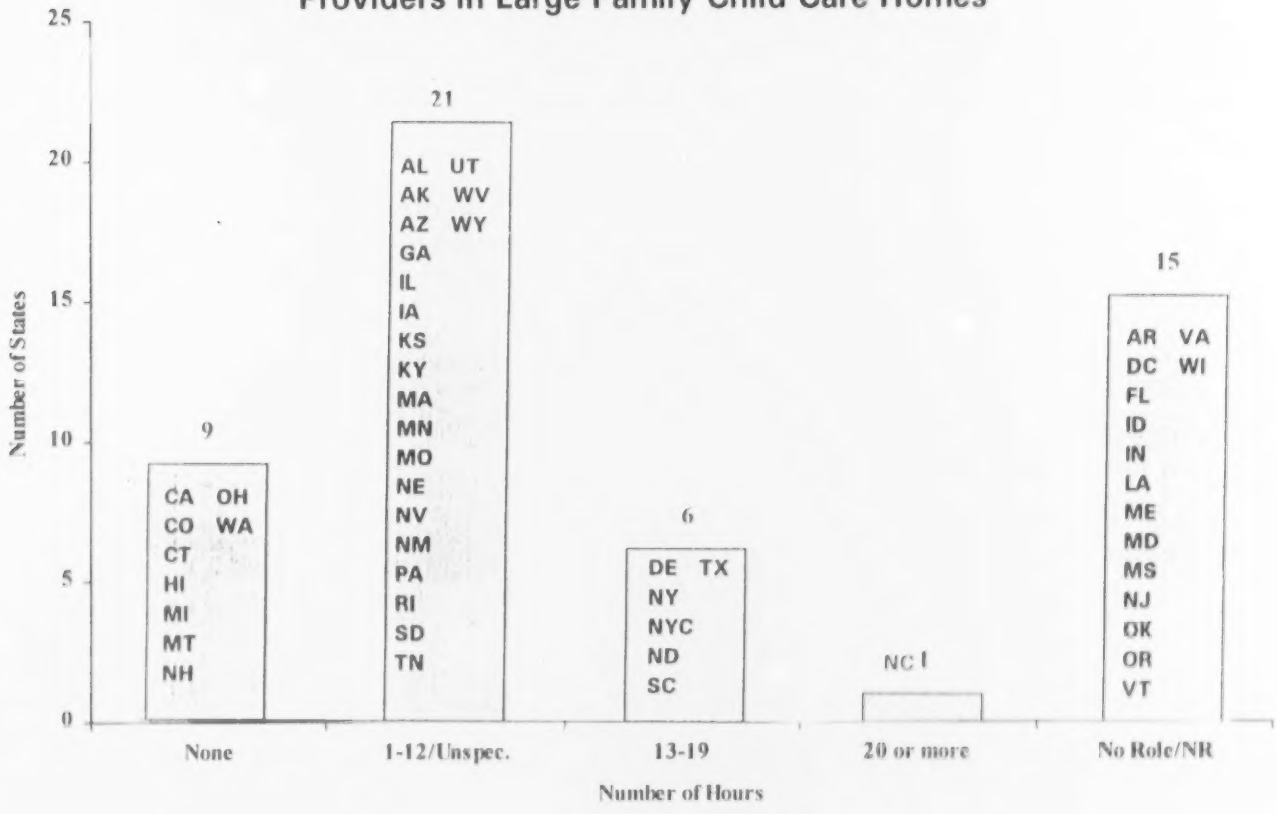
## 1998 Licensing Requirements: Annual Ongoing Hours

### Providers in Large Family Child Care Homes

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